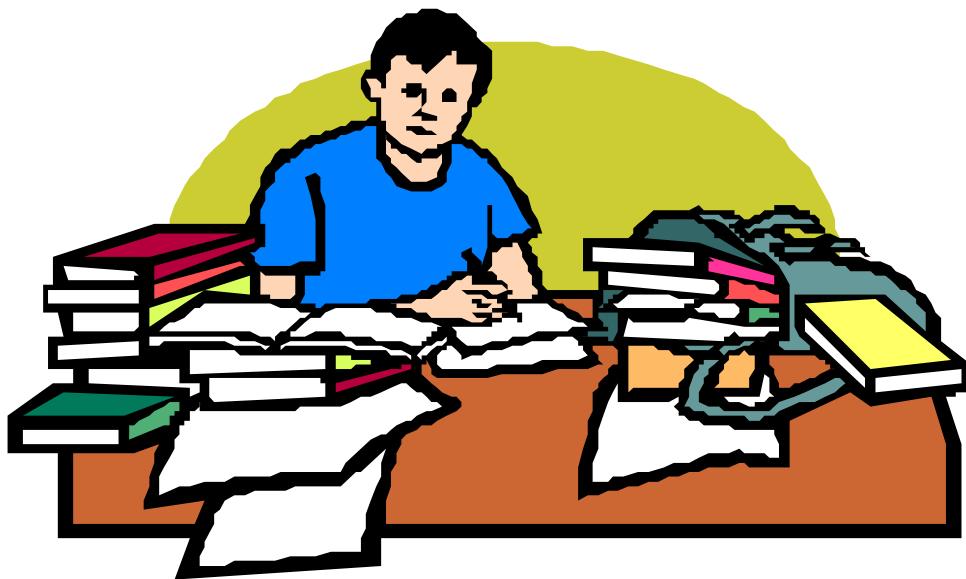


## CHILD LABOR INSPECTOR – 61610



## HOW TO PREPARE BOOKLET

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## TABLE OF CONTENTS

<b>I.</b>	<b>Introduction.....</b>	<b>3</b>
<b>II.</b>	<b>The Job.....</b>	<b>3</b>
<b>III.</b>	<b>The Examination.....</b>	<b>3</b>
<b>IV.</b>	<b>How The Written Examination Was Developed.....</b>	<b>4</b>
<b>V.</b>	<b>What To Do Before You Come To Take The Examination.....</b>	<b>6</b>
	Test-taking Tips.....	8
<b>VI.</b>	<b>How To Prepare Using This Guide.....</b>	<b>9</b>
<b>VII.</b>	<b>Sample Test Questions.....</b>	<b>9</b>
	Section I. Written Communication	
	Section II. Mathematics	
	Section III. Reading Comprehension	
	Section IV. Reading Maps	
	Section V. Scheduling	
	Section VI. Following Written Instructions	
	Answers to Sample Questions.....	16
<b>VIII.</b>	<b>Banded Scoring.....</b>	<b>17</b>
<b>IX.</b>	<b>Exam Contact.....</b>	<b>18</b>
<b>X.</b>	<b>Frequently Asked Questions.....</b>	<b>18</b>
<b>XI.</b>	<b>State Personnel Terminology.....</b>	<b>19</b>

## **I. INTRODUCTION**

A written examination is being given in order to establish a register for the classification of Child Labor Inspector (61610). The purpose of this booklet is to help you prepare for the written exam. Since all the material you will need to take the exam will be provided at test administration, you will not be allowed to bring this booklet to the exam with you.

## **II. THE JOB**

Child Labor Inspector positions are with the Alabama Department of Labor. Positions are located in Birmingham and Montgomery. This is inspectional work in enforcing the standards of the state child labor laws. An employee in this class visits places of employment throughout the state to assure compliance with provisions of the child labor laws. Work consists largely of direct contacts with employers, school authorities, parents, and other officials or citizens to assure that proper standards of employment are maintained where children are concerned. Work involves inspecting physical facilities of places of employment and checking payrolls and other records. Written and oral instructions are received regarding assignments, and detailed written reports of each inspection are submitted for supervisor's review.

## **III. THE EXAMINATION**

The examination for this classification is a multiple-choice exam. A multiple-choice exam is designed to measure specific knowledges and abilities. The test is divided into six sections with each section measuring different knowledges and/or abilities. Applicants are presented with a test question and four possible responses to that question. Applicants then select the BEST possible response to the question. Here are some points to remember when taking the examination:

- Some people get nervous when they take tests. There is nothing wrong with that. However, it is not good to be so nervous that you cannot concentrate. You need to keep your mind on the test questions and not on your feelings. To improve your ability to do this, you will find ideas in this booklet on how to study and prepare for the written exam. The more prepared you are, the more comfortable and less nervous you will feel during the exam.
- You will be given **3 hours to complete the exam**. Use your time efficiently. The exam is not a test of how quickly you can answer questions. However, it does not allow you the time you might like to have. In the parts of the test that require reading, try to keep a steady pace. Try to finish as much of the test as you can.
- While reading passages, you may want to take a few notes. Make your notes brief. You may also want to underline or highlight important information as you read.
- Don't give up. Many people give up too easily on tests. If the question or problem seems hard, they do not even try. Mark an answer on your answer sheet even if it is a guess. You will not be penalized for guessing. On the other hand, do not spend too

much time on any one question just because it is hard. This may not leave you enough time to answer questions that you know.

#### **IV. HOW THE WRITTEN EXAMINATION WAS DEVELOPED**

A study of the Child Labor Inspector classification was conducted before developing the examination. Employees who work in this position and their supervisors participated in this study to determine the job duties performed by Child Labor Inspectors as well as the knowledges and abilities Child Labor Inspectors must possess in order to effectively perform the job duties of the position.

The study showed that the following knowledges and abilities are associated with the job duties of the position. Child Labor Inspectors must possess the following knowledges and abilities on their first day of work before training:

##### **Knowledges**

- **Knowledge of business and professional writing to include appropriate grammar, spelling, punctuation, sentence structure, and format as needed to compose letters, compile reports, and draft informational material.**
- **Knowledge of the English language to include grammar, spelling, punctuation, capitalization, and sentence structure as needed to write reports, compose letters and memoranda, and proofread information for accuracy.**
- **Knowledge of basic mathematics to include addition, subtraction, multiplication, division, percentages, and averages as needed to make calculations, analyze information, and research data.**
- Knowledge of office methods and procedures to include general business practices and conditions as needed to work effectively within the organization.

##### **Abilities**

- **Ability to read, comprehend, and interpret narrative information such as laws, regulations, manuals, letters, memoranda, reports, and other documents as needed to provide information, identify problems, conduct investigations, enforce regulations, enhance knowledge of department and profession, and ensure compliance.**
- Ability to operate a personal computer to include purpose, capabilities, limitations, and software applications as needed to document and access information, maximize work efficiency/productivity, transmit/store/analyze information, process reports, and prepare correspondence and reports.
- Ability to operate office equipment such as tablets (i.e., iPads), copier, calculator, and facsimile machine to include purpose, capabilities, and limitations as needed to maximize work time, transmit information, and process reports.
- Ability to communicate orally with individuals and groups to include appropriate clarity, tone, volume, and grammar as needed to conduct interviews; conduct training and seminars; present facts and evidence in administrative, civil, and criminal cases;

and establish and maintain effective working relationships with local, state, and federal law enforcement officials, court officials, employers, school officials, and the general public.

- **Ability to communicate in writing to include arranging material in a logical order, use of appropriate clarity and conciseness, and use of standard spelling, punctuation, and sentence structure as needed to prepare reports, correspondence, affidavits, briefs, and other written documentation.**
- **Ability to follow written instructions as needed to accomplish assigned tasks and responsibilities.**
- Ability to work independently and exercise professional judgment as needed to complete assignments with minimal supervision.
- **Ability to plan and organize to include setting priorities, formulating goals and objectives, time management, and monitoring of time spent on projects, investigations, and other assignments as needed to achieve objectives and handle multiple assignments.**
- Ability to establish and maintain effective working relationships with others including supervisors, coworkers, employers, governmental entities, and the general public in a calm and professional manner as needed to maintain professional relationships, resolve problems, obtain information, and provide feedback or information, and promote compliance with child labor standards.
- Ability to exercise good judgment to include analyzing information accurately and quickly but without acting prematurely, generating alternative approaches to situations, considering implications of alternatives, and making appropriate and timely decisions based upon an analysis of available information as needed to make good, informed decisions and explain rationale.
- Ability to make effective decisions to include identifying when decisions need to be made, understanding the problem or situation, identifying when problems should be forwarded, determining when supervisory involvement is needed, fully analyzing available information, prioritizing, considering and understanding ramifications (i.e., pros and cons) of decisions and implications of actions or statements, anticipating reactions and responses, considering alternative methods of accomplishing a goal, reevaluating decisions that have already been made, applying policies and procedures to decisions, and adapting decisions as situations change or new information becomes available as needed to accomplish goals efficiently.
- **Ability to perform mathematical calculations such as adding, subtracting, multiplying, dividing, and calculating percentages using whole numbers, decimals, and fractions to include comparing and interpreting numerical data, reviewing financial information, and interpreting and analyzing information as needed to make needed calculations and use numerical data to make effective decisions.**

- Ability to compile and summarize data as needed to prepare records and reports of facts in a clear, logical, and objective manner.
- Ability to take criticism for unpopular decisions, judgments, and evaluations as needed to judge, analyze, and evaluate business practices without being influenced by the potential reaction of affected persons.
- **Ability to read city/county/state maps as needed to determine location of complaint and inspection sites.**
- Ability to travel throughout the state on an extensive basis as needed to conduct random and follow-up inspections, investigate complaints, and attend meetings at home office.
- **Ability to manage multiple projects to include prioritizing tasks as needed to meet deadlines, allocate resources, and achieve departmental goals.**
- **Ability to proofread documents and work products for accuracy and completeness as needed to identify errors/inconsistencies/omissions in letters, memoranda, reports, and other written documents.**
- Ability to use persuasion and tact when dealing with individuals such as school administrators, minor employees, business owners, and management as needed to gain cooperation in an investigation or inspection and compliance with applicable laws and codes.
- Ability to operate an automobile as needed to travel extensively to various locations statewide.
- Ability to solve problems to include identifying the problem and contributing factors, gathering information, generating creative or innovative alternative solutions, determining the impact of each alternative, selecting the most appropriate alternative, implementing the solution, and notifying staff/involved parties as needed to provide solutions as requested or required by the situation.
- **Ability to pay attention to details and note discrepancies as needed to conduct inspections and document violations.**

The examination for the Child Labor Inspector will measure the **twelve** knowledges and abilities that appear in **bold print**. The remaining abilities and knowledges are not measured by the written test and must be demonstrated during the probationary period if you are hired as a Child Labor Inspector.

## V. WHAT TO DO BEFORE YOU COME TO TAKE THE EXAMINATION

Here are some suggestions for what to do before the examination and for getting to the exam location on the correct day, on time, and with the proper materials that you will need to take the examination.

- **Get there early.** Give yourself plenty of extra time to get to the test center and to park. If you are rushed and late, you will be upset when you get there. Plan to get there before the scheduled exam time.

- **Do not bring this booklet or any study materials with you to the exam location.** This includes notes and any manuals and source documents that you may have used to prepare for the examination.
- **You must bring the test schedule card** that you received from the State of Alabama Personnel Department. This card lists the examination title, location of exam, and date, day, and time of examination.
- **You must bring two sharpened #2 lead pencils.** You may also bring a highlighter to use during the test if you wish.
- **You must also bring picture identification to the exam location.** This may be your driver license, a military identification card, or a passport.
- **You may bring a calculator to use on the Child Labor Inspector examination.** Small solar powered or battery operated calculators that perform basic functions such as addition, subtraction, multiplication, division, square roots, or percentages are allowed. Calculators that plug-in, utilize tape, have word processing, spelling, thesauruses, or other storage and retrieval capabilities (except basic memory functions) are not allowed. Calculators that are a feature on a cell phone are not permitted. Calculators are subject to inspection by exam monitors. Applicants may not borrow or share calculators at the exam site.

# Test Taking Tips

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- **Listen** to the test monitors and follow their instructions carefully.
- If you are not sure of an answer, **go with your first choice**.
- Work through the test **without spending too much time on any one item**.
- If you cannot decide on the best answer to a question, **skip it and go back to it later**.
- Use your watch or the clock in the room to **keep track of your time** during the test.
- It is to your advantage to **answer as many questions as possible**, even if you must guess.
- **Mark your answers on the answer sheet and NOT in the test booklet**. Only answers clearly marked on the answer sheet can be given credit.
- If you have a question at **any time before or during the exam**, ask the monitor for assistance.



## **VI. HOW TO PREPARE USING THIS GUIDE**

This Pretest Booklet can be used as resource material. The questions contained in the booklet are representative of the types of questions that will be on the actual examination. Familiarize yourself with the sample questions that begin below. The answers to each question are provided on page 16. You would be well advised to read the instructions and answer each question carefully. Like the examination questions, the sample items are presented in the following categories:

Section I. Written Communication

Section II. Mathematics

Section III. Reading Comprehension

Section IV. Reading Maps

Section V. Scheduling

Section VI. Following Written Instructions

## **VII. SAMPLE TEST QUESTIONS**

### **Section I. Written Communication**

**INSTRUCTIONS:** For **questions 1 and 2**, read each group of sentences and determine which one contains no errors in English Grammar.

1.     A.     The supervisor and the aide, together with the rest of the office force, has unanimously agreed to send a representative.  
       B.     The supervisor, together with the aide and the rest of the office force, have unanimously agreed to send a representative.  
       C.     The entire office force, including the supervisor and the aide, have unanimously agreed to send a representative.  
       D.     The entire office force, including the supervisor and the aide, has unanimously agreed to send a representative.
  
2.     A.     The policy don't matter, irregardless of your opinion.  
       B.     The policy don't matter, regardless of your opinion.  
       C.     The policy doesn't matter, irregardless of your opinion.  
       D.     The policy doesn't matter, regardless of your opinion.

## Section II. Mathematics

**INSTRUCTIONS:** For **questions 3 and 4**, calculate the following:

3. A Child Labor Inspector's gross pay for a bi-weekly period was \$1,368.83. Assuming the Child Labor Inspector works a 40-hour work week, how much is this individual paid on an hourly basis?
- A. \$11.04
  - B. \$17.11
  - C. \$22.07
  - D. \$34.22
4. At the start of the week, a Child Labor Inspector's odometer read 21,781.8, and at the end of the week, it read 22,463.7. If he receives 45 cents per mile for travel expenses, how much should he receive for this week?
- A. \$110.45
  - B. \$209.40
  - C. \$306.86
  - D. \$681.90

## Section III. Reading Comprehension

**INSTRUCTIONS:** **Questions 5 and 6** are based on the following reading selections and should be answered only on the basis of the information in that selection.

5. "Persons in the employ of a public agency generally come into contact with many people outside of working hours. In these contacts, the government employee represents to the public the quality, competence, and stature of public employees as a group."

Of the following statements, the one that is the most valid implication of this quotation is that

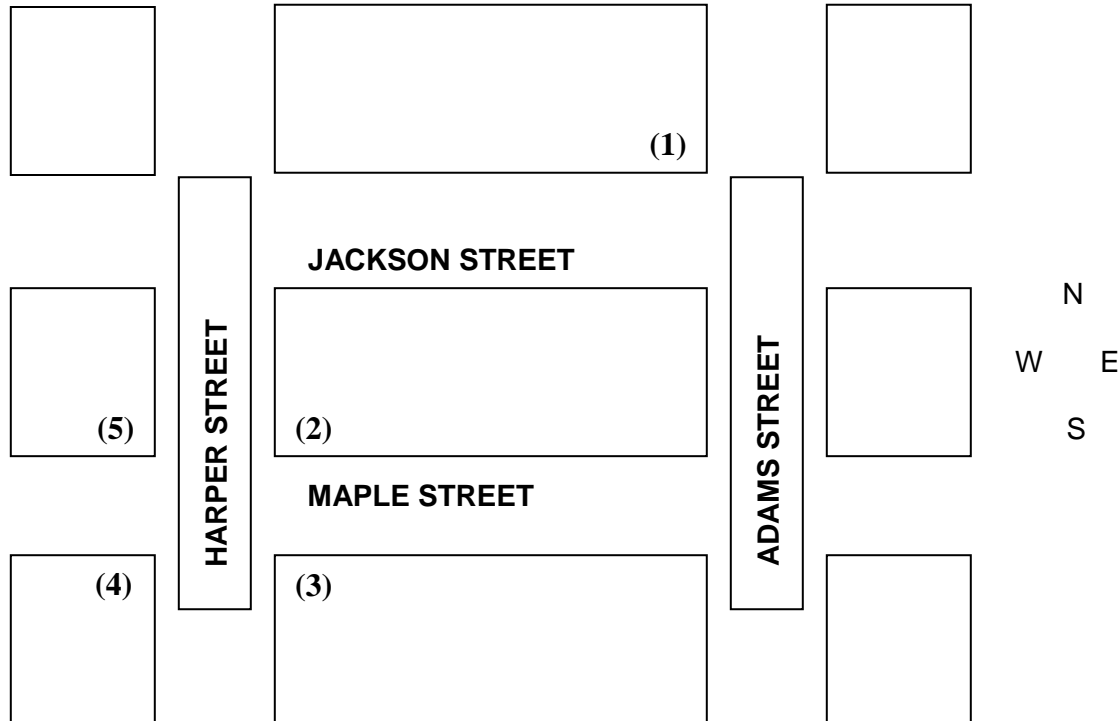
- A. the responsibilities of a public employee cease after office hours.
- B. government employees who come into contact with the public during working hours should be more efficient than those who have no contact with the public.
- C. public employees, by their behavior during social activities, can raise the prestige of public employment.
- D. public employees, because they work so diligently serving the public, tend to party more than employees in the private sector.

6. If, for any reason, the person being interviewed is unwilling to talk, the effectiveness of the entire procedure is jeopardized. It is too much to expect persons to always tell the truth, but even that is of secondary importance because, if a person talks enough, he is bound to reveal himself sooner or later.

According to this statement, which of the following is most nearly correct?

- A. Interviewers should watch for signs of insincerity during interviews.
- B. The effectiveness of an interview is related to how much the person being interviewed talks.
- C. Few persons can conceal their shortcomings successfully during interviews.
- D. A person being interviewed will feel that his chances are jeopardized if he is not allowed to talk freely.

#### Section IV. Reading Maps



**INSTRUCTIONS:** For **questions 7 through 9**, use the information contained in the above map to answer each question.

7. Which way should a person traveling east on Maple Street turn to go to the north side of Adams Street?
  - A. Right
  - B. Left
  - C. Around
  - D. Back
8. Which direction is corner 1 from Harper and Maple Streets?
  - A. Southwest
  - B. Northwest
  - C. Southeast
  - D. Northeast

9. Which way should a person traveling west on Maple Street turn to go to the northwest side of Harper Street?
- A. Right
  - B. Left
  - C. South
  - D. West

## **Section V. Scheduling**

**INSTRUCTIONS:** Read the following situation and then answer **question 10**. Base your response on the situation only. Do not base your response on previous experience. Select the MOST APPROPRIATE choice.

Assume you are a Child Labor Inspector working in the Montgomery office. Your supervisor is out of the office today. You arrive at work at 7:55 a.m. You have an appointment today at 11:00 a.m. with your family doctor who has advised you that the appointment should not be rescheduled. You need to leave at 10:30 a.m. and will be unable to return to the office later today. Sue Beck, a clerical aide and office receptionist, is the only other employee in the office today. However, she does not type. Your supervisor left a note listing the following tasks that must be done today.

- Type the Zicker report (2 hours to complete).
  - Sort and distribute the mail (30 minutes to complete).
  - Call Virginia Hall about incomplete paperwork (10 minutes to complete).
  - Set up the conference room for the next day's 8:00 a.m. meeting (20 minutes to complete).
  - File completed inspection reports (2 hours to complete).
10. Which of the following schedules shown below would be the most appropriate use of your time today?
- A. file completed inspection reports and set up the conference room
  - B. set up the conference room, sort and distribute mail, and call Virginia Hall
  - C. call Virginia Hall and file completed inspection reports
  - D. sort and distribute mail and type the Zicker report

## Section VI. Following Written Instructions

**INSTRUCTIONS:** Read the following information, and then answer **questions 11 and 12** based on the written instructions included in the reading passage.

### Travel Accounts/Definitions - Employee Travel

Travel accounts are defined based on destination.

In-state: The destination of the trip must be located within the boundaries of the State.

Out-of-State: The destination of the trip must be located outside the boundaries of the State. Travel to Alaska, Hawaii, or to the U.S. territories and possessions is considered out-of-state travel.

Out-of-Country: The destination of the trip must be located outside the boundaries of the United States and its territories and possessions.

### Transportation Accounts:

These subsidiary accounts include the cost of proceeding from one place to another while in travel status. Transportation expenses include automobile allowances, airplane, train, bus, taxicab, limousine, subway, streetcar fares, rental car and motor pool charges, and parking and toll fees. Taxicab gratuities are also included.

	In-State	Out-of-State	Out-of-Country
Air	53111	53121	53131
Ground	53112	53122	53132

### Subsistence Accounts:

These subsidiary accounts include the cost of obtaining basic provisions in the form of food and shelter while in travel status. Subsistence expenses include the cost of breakfast, lunch, dinner, lodging, and per diem allowances. Food cost is inclusive of gratuities and taxes.

	In-State	Out-of-State	Out-of-Country
Lodging	53114	53124	53134
Meals	53115	53125	53135

### Other Travel Expenses:

These subsidiary accounts include the cost incurred while in travel status for services and/or goods other than for transportation and subsistence. Other travel expenses include the cost of miscellaneous telephone charges, supplies, baggage handling gratuities, and other appropriate items.

	In-State	Out-of-State	Out-of-Country
Telephone/Misc.	53116	53126	53136

11. What would be the Transportation Account code number for an employee traveling from Huntsville, Alabama to Mobile, Alabama using an automobile?
- A. 53112
  - B. 53121
  - C. 53111
  - D. 53122
12. Restaurant gratuities should be posted to the \_\_\_\_\_.
- A. Other Travel Expenses Account
  - B. Subsistence Account
  - C. Transportation Account
  - D. None of the above; restaurant gratuities are not eligible for reimbursement.

## **Answers to Sample Questions**

### **Section I. Written Communication**

- 1. D
- 2. D

### **Section II. Mathematics**

- 3. B
- 4. C

### **Section III. Reading Comprehension**

- 5. C
- 6. B

### **Section IV. Reading Maps**

- 7. B
- 8. D
- 9. A

### **Section V. Scheduling**

- 10. D

### **Section VI. Following Written Instructions**

- 11. A
- 12. B



## **VIII. BANDED SCORING**

When the written exam for Child Labor Inspector is graded, the scores will be grouped into bands. When you receive notification of how you did on the exam, you will not be given a numerical score (e.g., you will not receive a score of 95 out of 100.). Rather, you will be informed into which band your score fell. The following is information to help you understand the banding process.

### **What is banding?**

Banding is one way to reduce the impact of fluctuations in test scores that do not provide meaningful information about differences in the ability to do the job. One important purpose of testing is to identify the differences in test scores that reflect real differences among candidates. Banded scoring is a statistical procedure for grouping raw test scores that statistically are not meaningfully different from one another. In banded scoring, bands are set objectively and mathematically. They are not manipulated arbitrarily.

### **Misconceptions about banding**

There are many misconceptions about banding and the use of banded scores. Some of the most common misconceptions are listed below. Each misconception is followed by a clarification.

- **Misconception: Each band should have the same number of people.**  
The people in a band are similar to each other in that statistically there is no meaningful difference in their scores. Sometimes Band 1 may be very large and at other times it may be small. We do not force bands to be a certain size. The size of the bands is based on the scores people make.
- **Misconception: Band numbers have no meaning. I don't have a score.**  
Think of a band as a group of tied scores. Think of a band as a group of scores that statistically are not meaningfully different. In school, two students with average grades of 94.5 and 94.3 would both be grouped into a band called "A" because the teacher cannot be sure that .2 of a point is a real difference in achievement. Think of scores on achievement tests children take in school. The fine print on the tests always cautions you not to focus on the numerical score but rather on the comparative score which uses some grouping techniques such as percentiles, stanines, standard deviations, grade levels, etc. These grouping techniques are considered forms of banding.
- **Misconception: Band numbers are the same as letter grades.**  
Band 1 does not equate to an "A," Band 2 to a "B," etc. In school, a predetermined numerical score (e.g., 90-100) equals an A. In banding, scores are banded only in relation to one another. Unlike grade school bands, the width of bands is not set in advance. You compete against your peers only. Your scores are set in relation to your peers only.

- **Misconception:**      **A band score on one test has the same value as a band score on another test.**

Banded scores are test specific and cannot be compared to banded scores on other tests.

- **Misconception:**      **People who have been on the job longest should be in the top bands.**

Time spent in a job may not be the same as skill in doing the job. The people with the strongest skills (or who did best on the exam) should be in the top bands. Some of these people will have been in the job longer than others. Years of service do not always equal proficiency.

- **Misconception:**      **Banding replaced the “Rule of 10.”**

Banding did not replace the “Rule of 10.” The “Rule of 10” determines the number of bands to be certified. In the past, tied scores referred to an actual numerical score (e.g., two candidates with a score of 98.98 were considered tied) while now all of the scores within a band are considered tied.

- **Misconception:**      **People in a band do not differ.**

When several people are placed in the same band, it does not mean that those people do not differ. Instead, it means that their scores on the exam do not differ enough to be separate scores.

## **IX.    EXAM CONTACT**

The contact person for the Child Labor Inspector examination is Amanda Mercado, a Personnel Analyst with the State Personnel Department. If you have questions about the contents of this document, please call her at (334) 242-3389.

## **X.    FREQUENTLY ASKED QUESTIONS**

### ***How are vacancies filled for the Child Labor Inspector?***

The top ten applicants on each register are sent to the Alabama Department of Labor for consideration. Since the banded scoring process is used, all of the scores within a band are considered tied. **Therefore, all names within a band are certified out to the agency, which may include more than 10 names.** The names of people not selected stay on the register to be considered for future jobs. Employees are usually hired at the minimum of the pay range.

### ***How long will I remain eligible for appointment?***

Your name will remain on the employment register until such time as a new examination is developed and given for the Child Labor Inspector classification. You will be notified by mail when to reapply

### ***When will I receive my test results?***

Four to six weeks after completing the exam, you will receive a Notice of Examination Results postcard in the mail. This postcard will identify your score, or band placement, for the written exam. If you have not received your score within four to six weeks, you should call the State Personnel Department.

In addition to your band placement, you may also obtain your standing, or rank on the register, online at [www.personnel.alabama.gov](http://www.personnel.alabama.gov). From the home page, you should click on “Applicants” and then “Register Standings,” and follow the instructions. For security purposes, you must now create an online profile in order to access your standing.

### ***What if I need to request Reasonable Accommodations?***

If you would like to request special testing accommodations or have any questions concerning the test site or testing conditions, please contact the State Personnel Department at (334)242-3389.

## **XI. STATE PERSONNEL TERMINOLOGY**

The following are terms that are used by State Personnel regarding test scores and employment that results from those scores. This section is provided to help you understand State Personnel terminology and procedures.

**Register:** A register is a list of all individuals who have successfully completed the selection procedure for a State Merit System job. The register is a complete list of individuals who are eligible for employment in a certain job classification.

**Certification:** A certification is a list of the top ten individuals on an employment register. These are the individuals who are immediately appointable to positions. A register that uses banded scoring may produce a certification with more than ten names. If Band 1 contains 15 names, then all 15 individuals will be on the Certification. Likewise, if Band 1 contains 3 people and Band 2 contains 25 people, then all individuals in both Bands 1 and 2 would be on the certification. Since individuals within a band are considered to be tied, the certification cannot split up a band. Certifications may be state-wide or specific to a county within the state.

**Test Failure:** Some multiple-choice tests administered by the state use a Pass/Fail point to identify individuals who failed the test.

**Subject Matter Experts:** Individuals who have detailed first-hand knowledge of a job. These individuals assist State Personnel in conducting thorough job studies and, in many cases, assist in developing specific exam components.